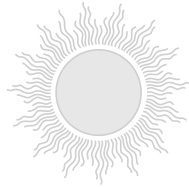
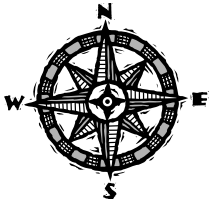


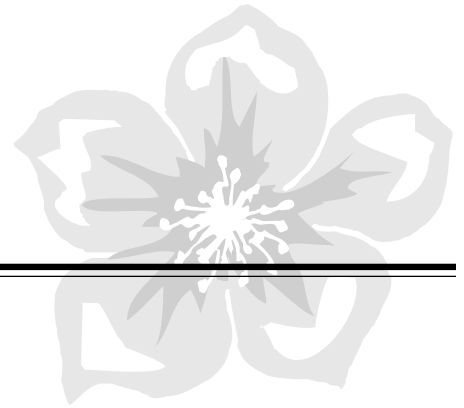
Lewis and Clark  
Fine Arts Poster Series





# Natural History: Spring 1805

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## ► ***Journal entry by Meriwether Lewis dated Tuesday, April 9, 1805.***

*... we saw a great number of brant passing up the river, some them were white, except the large feathers in the first and second joint of the wing which are black. There is no other difference between them and the common gray brant but that of their colour—their note and habits are the same, and they are frequently seen to associate together. I have not yet positively determined whether they are the same, or a different species. Capt. Clark walked on shore today and informed me on his return, that passing through the prairie he had seen an animal that precisely resembled the burrowing squirrel, accept in point of size, it being only about one third as large as the squirrel, and that it also burrows. ... the Bluffs of the river which we passed today were upwards of a hundred feet high, formed of a mixture of yellow clay and sand—many horizontal stratas of carbonated wood, having every appearance of pitcoal at a distance; were seen in the face of these bluffs. These stratas are of unequal thicknesses from 1 to 5 feet, and appear at different elevations above the water some of them as much as eighty feet. The hills of the river are very broken and many of them have the appearance of having been on fire at some former period. Considerable quantities of pumice stone and lava appear in many parts of these hills where they are broken and washed down by the rain and melting snow.*

## ► ***Narrative***

As warm weather came to the Missouri in the spring of 1805, the spirits of the Corps of Discovery heightened and preparations were made to progress toward the Pacific Ocean. When the Missouri River was free of ice, the explorers were able to continue on their expedition. On April 7, some of the men started back to St. Louis in the keelboat. They took nine boxes containing the nature collection, detailed maps, Indian artifacts, and journals, and letters to family, friends, and President Jefferson. The Corps of Discovery now had 31 men along with Sakakawea and her baby, which became known as the “permanent party.” They continued up the Missouri River in the two pirogues and six new dugout canoes they had built during the winter at Fort Mandan. Lewis wrote in his journal before he went to sleep that night, “We are now about to penetrate a country at least two thousand miles in width, on which the foot of civilized man has never trodden. I could but esteem this moment of my departure as among the most happy of my life.”

The explorers were indeed happy to be on the river again after the long winter at Fort Mandan. All were in excellent health and spirits. Lewis noted, “Not a whisper or a murmur of discontent to be heard among them, but all act in unison and with the most perfect harmony.”

# Natural History: Activities for Students

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## ► ***Geology of North Dakota Activity***

- Create a model of the layers of earth that Lewis described in his journal entry using colored sand, clay, or baking ingredients. Build the scene in a shoebox to create a diorama. Using a variety of materials, add details including the Missouri River, plants, and animals.
- Illustrate the layers described in the journal entry with watercolors or colored chalk.
- Research and discuss the stratas. What were the “horizontal stratas of carbonated wood?” Why were the stratas of unequal thicknesses? Had they been on fire at some former period? What evidence of erosion did they see? ([www.state.nd.us/ndgs/lewis&clark/lewis&clark1.htm](http://www.state.nd.us/ndgs/lewis&clark/lewis&clark1.htm) - the North Dakota Geological Survey website includes journal entries along with photos and descriptions of the natural history they observed in North Dakota; <http://nd.water.usgs.gov/lewisandclark/>; <http://www.npwrc.usgs.gov/> - [biological resources or site map ➔ information about birds and mammals, especially *Birds and Mammals Observed by Lewis and Clark in North Dakota*]; *Geology of the Lewis and Clark Trail in North Dakota*, by John W. Hoganson and Edward C. Murphy, Missoula, Montana: Mountain Press, 2003.)

ND Science Standard 5: Students understand the basic concepts and principles of earth and space science.

## ► ***The Western Biome Activity***

- Discover the impact of American westward expansion on the ecosystems of the west. [www.pbs.org](http://www.pbs.org)

ND Science Standard 4: Students understand the basic concepts and principles of life science.

## ► ***Birds and Mammals Observed by Lewis and Clark in North Dakota Activity***

- Research the birds and mammals they saw on the journey. Compare Lewis and Clark’s observations with the animals we know today. Take into account the fact that the expedition arrived in North Dakota late in the year and departed in the spring so they missed seeing many of the summer resident birds. ([www.npwrc.usgs.gov/](http://www.npwrc.usgs.gov/); [www.npwrc.usgs.gov/resource/2000/bmam/bmam.htm](http://www.npwrc.usgs.gov/resource/2000/bmam/bmam.htm); *Birds and Mammals Observed by Lewis and Clark in North Dakota*, by Russell Reid and Clell G. Gannon, Bismarck: State Historical Society of North Dakota, 1999.)

ND Science Standard 4: Students understand the basic concepts and principles of life science.

## ► ***Other Related Activities***

Examine a map of the Lewis and Clark trail and brainstorm ideas about the obstacles the expedition may have faced after leaving Ft. Mandan. What was the weather like during the time they traveled? What types of animals and insects could they have encountered? Did the terrain of the land present challenges? View a short simulation of the expedition at [www.nationalgeographic.com/features/97/west](http://www.nationalgeographic.com/features/97/west).

- Access the PBS Lewis & Clark website: [www.pbs.org/lewisandclark/into/index.html](http://www.pbs.org/lewisandclark/into/index.html) and go through the *Into the Unknown* simulation to experience obstacles the expedition might have encountered and to make decisions about how to overcome those obstacles.

- ▷ Discuss the importance of cooperation and teamwork in helping the Corps of Discovery successfully reach its goals.
- ▷ Find examples of imagery in the April 7 journal entry. Discuss the importance of imagery in writing and find examples in other journal entries.
- ▷ Identify local plants just as Lewis collected and preserved hundreds of plants and flowers. Pretend you are Lewis and work so accurately that someone who has never seen what you are drawing will know all about it by what you say and draw. Record in your journal what each plant looks like and the date and place where collected. Put plants between newspapers and place heavy books on top. When dry, mount the plants on heavy paper. Label the plants with the information recorded in the journal.
- ▷ In April of 1805, the Corps of Discovery sent their large keelboat and six soldiers back to St. Louis along with items collected and a letter for President Jefferson. Read the April 7, 1805, letter [http://dorgan.senate.gov/lewis\\_and\\_clark/lew1.html](http://dorgan.senate.gov/lewis_and_clark/lew1.html) and view an invoice of the articles forwarded at [http://dorgan.senate.gov/lewis\\_and\\_clark/lew7.htm](http://dorgan.senate.gov/lewis_and_clark/lew7.htm). Discuss the significance of the letter and each item sent. What living specimens did they send?

ND Social Studies Standard 4: Students use social studies resources for a variety of purposes.

ND Social Studies Standard 8: Students understand the basic concepts of sociology and psychology.

ND Science Standard 4: Students understand the basic concepts and principles of life science.

ND Language Arts Standard 4: Students engage in the writing process.

ND Visual Arts Standard 2: Students understand how works of art are structured and how visual art has a variety of functions.

## Natural History:      Points to Ponder

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- ▷ Lewis reported seeing a great number of “brant” passing up the river. What is a brant?
- ▷ Captain Clark saw an animal in the prairie that was one-third the size of a “burrowing squirrel.” What did he most likely see?
- ▷ Compare topographical maps of today and 200 years ago. What features are the same? In what ways have the landscape and river changed?
- ▷ What food supplies did the Corps of Discovery bring from Fort Mandan or did they rely on hunting and gathering for food on their journey westward?
- ▷ Research wild edible plants in North Dakota. Are “Jerusalem artichokes” or “Sunchokes” common today?

# Natural History: Other Resources

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<http://www.ndlewisandclark.com> - Lewis & Clark in North Dakota (North Dakota Department of Commerce Tourism Division).

<http://www.nps.gov/lecl/> - National Park Service – Lewis & Clark National Historic Trail.

<http://www.discoverND.com/arts> - North Dakota Council on the Arts.

<http://www.fortmandan.com> - North Dakota Lewis & Clark Interpretive Center, Washburn.

<http://www.nationalgeographic.com/features/97/west/> - National Geographics (for kids) Go West with Lewis & Clark.

<http://www.pbs.org/lewisandclark/> - PBS, Lewis & Clark: The Journey of the Corps of Discovery.

[www.state.nd.us/ndgs/lewis&clark/lewis&clark1.htm](http://www.state.nd.us/ndgs/lewis&clark/lewis&clark1.htm) - North Dakota Geological Survey.

[http://dorgan.senate.gov/lewis\\_and\\_clark/](http://dorgan.senate.gov/lewis_and_clark/) - Senator Dorgan's site.

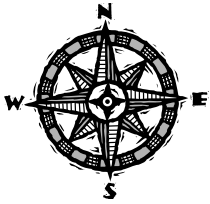
<http://www.discoverND.com/hist> - State Historical Society of North Dakota.

<http://plants.usda.gov/> - U.S. Department of Agriculture, search by plant name.

<http://www.holoweb.com/cannon/jersuale.htm> - Holoweb, Inc., Rickert's Garden, Edina, Minnesota.

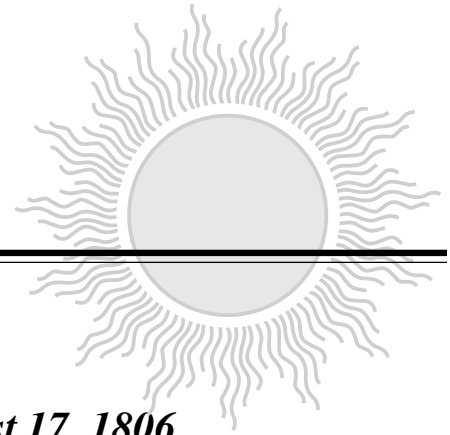
<http://www.foodreference.com/html> - Food Reference website, go to Facts & Trivia.

[http://www.mycustompak.com/healthNotes/Food\\_Guide/Jerusalem—Artichoke.htm](http://www.mycustompak.com/healthNotes/Food_Guide/Jerusalem—Artichoke.htm) - Foodnotes, a provider of consumer health and nutrition information.



# History: Summer 1806

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## ► *Journal entry by Wiliam Clark dated Saturday, August 17, 1806.*

*... we also took our leave to T. Charbono, his Snake Indian wife and their Son child who had accompanied us on our rout to the pacific Ocean in the Capacity of interpreter and interpretes ... we offer to convey him down to the Illinois if he Chose to go, he declined proceeding on at present, observing that he had no acquaintance or prespects of making a living below, and must continue to live in the way he that he had done. I offered to take his little son a butifull promising child who is 19 months old to which they both himself & wife were willing provided the child had been weened. They observed that in one year the boy would be sufficiently old to leave his mother & he would then take him to me if I would be so friendly as to raise the child in such a manner as I thought proper, to which I agreed &c—we droped down to the Big white Chiefs Mandan Village ... and I walked to the lodge of the Chief whome I found Sorounded by his friends the men were Setting in a circle Smokeing and the womin Crying. He Sent his baggage with his wife & Son, with the Interpreter Jessomme & his wife and 2 children to the Canoes provided for them. after Smoking one pipe and distributing Some powder & lead which we had given him, he informed me that he was ready and we were accompd to the Canoes by all the Village Maney of them Cried out aloud.*

## ► *Narrative*

In August of 1806, *The Corps of Discovery* re-entered present-day North Dakota, returning from the Pacific Coast. The members of the expedition had completed their arduous mission and were anxious to reach St. Louis, their homes, and families. Despite their eagerness to return home, the party was deliberate in solidifying the friendships they had made. Reaching the Knife River was a homecoming in itself, though a short stay, with the people who had been their hosts one winter earlier.

The relationships established during the expedition were extended to span generations and geographical locations. Captain Clark offers Charbonneau transport to the Illinois River and to rear and educate Jean Baptiste. Charbonneau declines the first offer, but he and Sakakawea agree to the second. “The butifull promising child,” also known as Pompey, is later sent to St. Louis and reared by William Clark, creating a lasting connection between families and cultures. Chief Big White and his family accompany the expedition members to St. Louis to “convey the good will of the Mandan people” to President Jefferson, adding to the diversity and depth of the mission. Chief Big White’s (*aka* Sheheke’s) lengthy stay in St. Louis and his return to the Mandan people years later would create controversies among the people of both regions.

This journal entry reflects the sadness the people feel as the expedition departs. A little more than a month later, the members of the expedition were joyously celebrated for their successful return to St. Louis “as though [they] had just returned from the moon.”

# History: Activities for Students

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## ► *History, Culture, and Language Arts Activity*

- ▷ Dramatize the expedition's final departure from the Mandan people.
- ▷ Research the traits and relationships of the people mentioned in the entry using Stephen Ambrose's *Undaunted Courage*, John Bakeless's *The Journals of Lewis and Clark*, James P. Ronda's *Lewis and Clark Among the Indians*, as well as internet resources. Write detailed character descriptions of the major players.
- ▷ Research Captain Lewis's appearance at this time of the journey (refer to Clark's entry in Bakeless, "12<sup>th</sup> August, 1806"). Create Lewis's persona in this scene as it reflects his condition.
- ▷ Analyze the mood or atmosphere of the departure.
- ▷ Create dialogue for the major characters that reflects their traits and the mood of this scene. Create appropriate scenery, costumes, and props for the scene.
- ▷ Perform the scene as it has been written and produced.

### Standards for the History, Culture, and Language Arts Activity

#### ND English Language Arts

Standard 1: Students gather and organize information.

Standard 2: Students engage in the reading process.

Standard 3: Students comprehend literature.

Standard 4: Students engage in the writing process.

Standard 5: Students write for a variety of purposes and audiences.

Standard 6: Students engage in the speaking and listening process.

Standard 7: Students understand and use principles of language.

### ND Performance Arts

#### Drama

Standard 3: Students use fundamental production skills.

Standard 4: Students understand drama's role in cultural and human experiences.

#### Visual Arts

Standard 4: Students understand the visual arts in relation to history and culture.

### ND Social Studies

#### History

Standard 1: Students understand the scope and nature of history.

## History: Other Activities

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- ▷ Contrast the tone of Clark's entry to the mood of the people. Contrast Clark's *tone* or *voice* to the dominant atmosphere of the scene. Analyze Clark's control of tone throughout the journals. Survey entries from other journalists of the expedition. Compare and contrast the styles and voices of writers along the Lewis and Clark Trail.  
*ND English Language Arts Standards 2 and 4.*
- ▷ Edit Clark's entry to standardize the grammar, spelling, and mechanics.  
*ND English Language Arts Standard 7.*
- ▷ Rewrite Clark's entry in your own voice. Describe the expedition's departure by elaborating details, using vivid verbs, and applying figurative devices.  
*ND English Language Arts Standards 4 and 5.*
- ▷ Research the life of Jean Baptiste Charbonneau (Pomp). Use more than one source to gather information, use graphic organizers (webs, venn diagrams, timelines) to organize the information from sources, and present a biography of Pomp.  
*ND English Language Arts Standards 1 through 5.*  
*ND Social Studies Standard 1: Students understand the nature and scope of history.*

## History: Points to Ponder

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- ▷ What is the significance of the pipe in Mandan culture? How was the pipe used for ceremonial and colloquial purposes? Are there specific rites, rituals, and social mores specific to the pipe within Native cultures?
- ▷ Explore your reaction to Sakakawea's and Charbonneau's agreement to allow William Clark to rear their son. Create a journal entry Sakakawea might have written on the evening of the agreement. Follow that diary entry with another she might have written soon after sending Pomp to St. Louis. How might Sakakawea have reacted to her son's development, education, and accomplishments?
- ▷ Was fostering children an uncommon or negatively judged practice during this period of history? Research the practice of fostering children during the 1800s and 1900s in Europe and America. Conduct a personal interview with elders to discover their experience and attitudes about fostering or boarding for educational purposes. Compare your findings to contemporary fostering and boarding situations and attitudes.
- ▷ How successful was the Lewis and Clark Expedition? Compare the success of the Corps of Discovery to other exploratory missions throughout history (Columbus, Marco Polo, da Gama, De Cordoba, etc.). Was The Corps of Discovery more or less successful in its scientific, diplomatic, and commercial mission than other expeditions?
- ▷ What was the impact of the expedition on its friends, the Mandan people? Using The Three Affiliated Tribes website ([www.mhanation.com](http://www.mhanation.com)) as a gateway to resources, discover the historical and contemporary Mandan people.
- ▷ What is Sheheke's story? How is his presence in St. Louis difficult? What is the reaction of his people when he returns to the Knife River villages of the Mandan?



# History: Resources

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Ambrose, Stephen E. *Undaunted Courage*. New York: Touchstone, 1997: 168- 170.

<http://www.pbs.org/lewisandclark> - Archived journal entries, biographies, links, and more. Includes audio files from experts in the Living History link.

Bakeless, John, ed. *The Journals of Lewis and Clark*. New York: Mentor Books, 1964: 70-71.

<http://www.factmonster.com/ce6/history/A0829616.html> - Encyclopedia references to famous explorers and expeditions.

<http://www.lewisandclark.com> - Gateway to many Lewis and Clark resources, sponsored by Montana Magazine and Far Country Press, affiliated with Lee Enterprises.

<http://www.mhanation.com> - Homepage of the Mandan, Hidatsa, and Arikara peoples.

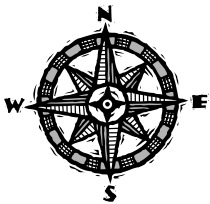
<http://lewisandclarktrail.com/nations.htm>.

<http://www.usneighbor.org/native-american/pipe.htm> - A site for general Native American resources.

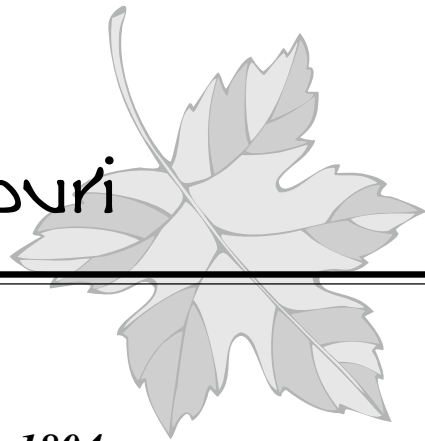
Ronda, James. *Lewis and Clark Among the Indians*, Lincoln: University of Nebraska Press, 1984.

Tinling, Marion. *Sacagawea's Son: The Life of Jean Baptiste Charbonneau*, Missoula, Montana: Mountain Press (ISBN 0-87842-432-6), 2001.

*Journals of the Lewis and Clark Expedition in North Dakota, 1804-1805-1806*, edited and annotated by Clay S. Jenkinson, introduction by James P. Ronda, Bismarck: State Historical Society of North Dakota, 2003.



# The Journals: Fall Along the Missouri



## ► ***Journal entry by Joseph Whitehouse dated October 31, 1804.***

*... about 12 o' Clock A.M. Captain Clark and several of our Men went down to the Second Village of the Mandan Indians, ... The Men that went with Captain Clark found among the Indians at this Village, Corn, Beans, Simlins [Squash], and many kinds of Garden Vegetables ... Their Village consisted of about 200 Lodges built in the manner, that the Rick A Ree build their lodges. This Village we supposed contained 1500 souls. They were Govern'd by a Chief called the Black Cat, They behaved extreamly kind to the party, and the only animal that was among them, was some horses, which are stout servicable Animals, This village was situated, on a large high plain, and they plant in a Bottom lying below it and to appearance area very Industrious set of people.*

## ► ***Narrative***

In 1801, Thomas Jefferson became President of the United States. The young nation stretched only from the Atlantic Ocean to the Mississippi River but the vision of the President, and others, stretched far beyond to the creation of an American empire. With this vision in mind, Jefferson sent a secret proposal to Congress in 1803, setting in motion a challenging expedition that would map uncharted territory to the western sea. The mission proposed by the President was to find a profitable trade route across the newly acquired Louisiana Territory and on to the Pacific Ocean. In addition, the expedition party was to study the native cultures they encountered, collect plant and animal samples, and keep a record of all important events and observations through journal entries. With Congressional approval, plans and preparations were completed. Meriwether Lewis and William Clark led the courageous and resourceful Corps of Discovery as they left Camp Dubois or Camp Wood (near present-day St. Louis). Included in this military expedition were blacksmiths, expert boatmen, trappers, hunters, and carpenters. Clark's slave, York, and Lewis's dog, Seaman, traveled with them as they started up the Missouri River with a keelboat and two pirogues on May 14, 1804. Six members of the expedition kept journals. Each journal tells of difficulty, danger, and delight. Each journalist recorded his reaction to the abundance and beauty as he crossed the Great Plains. An important chapter of the expedition began as the Corps of Discovery entered present-day North Dakota on October 14, 1804. They found "kind" and "industrious" Indians who would soon become trading partners, sources of information, and friends.

# The Journals: Activities for Students

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## ► **Shelter Activities**

- ▷ Create a life-size floor plan of an earthlodge.
- ▷ Analyze how natural resources were used for tools, shelter, food, and clothing.
- ▷ Identify roles of men, woman, children, and elders in the community, and develop an understanding of the social structure.

Science Standard 6: Science and Technology: Students understand the relationship of science to personal and environmental issues.

Social Studies Standard 7: Culture: Students understand the importance of culture.

## ► **References**

- ▷ NatureShift! WoundedHawk (directions for Earthlodge Experience) [www.natureshift.org/Whawk/teachers/activs-lodge.html](http://www.natureshift.org/Whawk/teachers/activs-lodge.html).
- ▷ NatureShift! WoundedHawk (supporting resources) <http://www.natureshift.org/Whawk/index.htm>.

## ► **Teacher's Guides**

- ▷ Knife River Indian Villages Teacher's Guide #1(Housing and Transportation) <http://www.nps.gov/knri/teach/index.htm>.
- ▷ Virtual Reality Earthlodge. <http://stream.minot.k12.nd.us/>, photographed by Dave Kjos of Minot Public Schools at the Knife River Indian Villages National Historic Site.

## ► **Gardening Activities**

- ▷ Research the traditional methods of gardening which would have been observed by the men of the expedition.
- ▷ Listen to the traditional work song of the woman working in the fields of corn.
- ▷ Design a cache pit, reference NatureShift! WoundedHawk (gardens).

Science Standard 4: Life Science: Students understand the basic concepts and principles of life science.

Social Studies Standard 7: Culture: Students understand the importance of culture.

## ► **References**

- ▷ NatureShift! WoundedHawk (gardens) <http://www.natureshift.org/Whawk/index.html>

## ► **Teacher's Guides**

- ▷ Knife River Indian Villages Teacher's Guide #1(subsistence) <http://www.nps.gov/knri/teach/index.htm>.
- ▷ Lewis and Clark Sounds of Discovery CD #15

- ▷ Cache Pit References: <http://lewisandclarktrail.com/section2/ndcities/BismarckMandan/knifelodges/cachepit.htm>.
- ▷ [http://www.nps.gov/knri/lodge/cache\\_0.htm](http://www.nps.gov/knri/lodge/cache_0.htm).

## The Journals: Journal Writing Suggestions

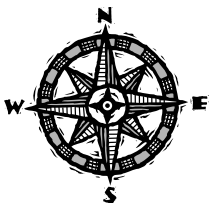
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- ▷ Read the journal entries as recorded by the men of the Corps of Discovery. Compare events in correlation with the date of your studies. [http://www.pbs.org/lewisandclark/archive/idx\\_jou.html](http://www.pbs.org/lewisandclark/archive/idx_jou.html).
- ▷ Based on research, write a journal entry that describes how food was stored and prepared by those living at the Knife River Indian Villages Site at the time of the expedition.
- ▷ Research the winter temperatures in Washburn, North Dakota. Write your journal entry to describe how you would survive the extremes in temperature.
- ▷ Create a narrative picture in your journal about the men who led the village. <http://www.fortmandan.com/bodmer.html>.

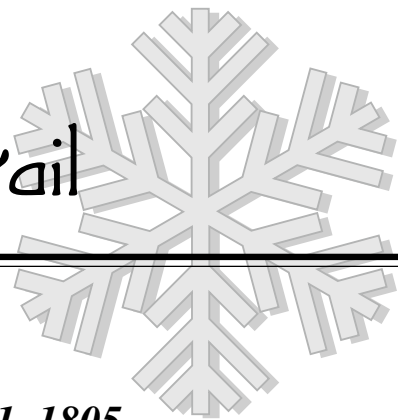
## The Journals: Points to Ponder

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- ▷ How did Knife River Indian Villages serve as a center of the immense trading network?
- ▷ How did the expedition open North Dakota to trade and settlement?
- ▷ How could we have learned about this expedition without the records that were kept?
- ▷ How have the journals deepened our understanding of this time in history?



# Music and Dance: Winter Along the Trail



## ► **Journal entry by John Ordway dated Tuesday, January 1, 1805.**

*Cloudy but moderate. we fired a Swivel and drank a glass. About 9 o.C. 15 of the party went up to the 1st village of Mandans to dance as it had been their request. carried with us a fiddle & a Tambereen & a Sounden horn. as we arrived at the entrence of the vil. we fired one round then the music played. loaded again. then marched to the center of the vil, fired again. then commenced dancing. a frenchman danced on his head and all danced around him for a Short time then went in to a lodge & danced a while, which pleased them verry much they then brought victules from different lodges & of different kinds of diet, they brought us also a quantity of corn & Some buffalow Robes which they made us a present off. So we danced in different lodges untill late in the afternoon. then a part of the men returned to the fort the remainder Stayed all night in the village—rained a little in the eve.*

## ► **Narrative**

Winter, 1804 found the Corps of Discovery building a sizable, permanent fort of mud-jointed wood known as Fort Mandan along the banks of the Missouri River near present day Washburn. After breaking 200 temporary camps on their 1600-mile journey from St. Louis, the weary soldiers were happy to have warm, comfortable shelter from the bitter cold of the Northern Plains winter. Here the men prepared for the difficult spring journey west.

The Corps' receptive neighbors were of two nations—Mandan (skilled negotiators practiced in the ways of trade, commerce and agriculture) and their allies, the Hidatsa (knowledgeable in geography, horse and buffalo cultures.) These gracious hosts are described throughout the journals as industrious, cheerful and handsome. From them the Corps learned valuable lessons in uses of native plants and animals and traded blacksmith services for valuable corn, beans, and squash.

The Expedition already represented diverse cultures of the young nation—an African-American slave, men of Irish, Scottish, German, and English heritage as well as men of mixed parentage including Creole, mestizo, and French-Native American. But, at Fort Mandan the greatest cultural exchange occurred, including the indispensable acquisition of language when they hired Frenchman Toussaint Charbonneau as an interpreter, with the understanding that his young Shoshone wife Sakakawea would come along to help with Shoshone negotiations. She would play a vital role in the success of the expedition—she knew edible plants and wilderness survival skills, and her presence, along with her baby Pomp, reassured Indians of the Expedition's peaceful intentions. Lewis and Clark historian James Ronda says, "No 'village on the move' could represent more fully the astounding diversity of American life than the Corps of Discovery." The peaceful cooperation, working partnerships, and friendships forged across unfamiliar cultural boundaries are a remarkable legacy of the Corps of Discovery.

During the 146 winter days at Fort Mandan, the men of the Corps of Discovery and native peoples shared

trade goods, food, clothing, tools, games, and customs of celebration, including music, singing, and dance. Music served not only for entertainment and recreation, but played a critical role in establishing trust and goodwill with the nearly fifty Indian nations the expedition would encounter on their journey. To quote Ronda, “the Expedition became the first federally-funded transcontinental dance troupe.”

## Music and Dance: Activities for Students

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### ► **Dance Activities**

- ▷ Research, learn and dance a jig or reel (Dance standards and Music standards.)
- ▷ While Pierre fiddled, he and the men would dance. Common dances of the early 1800s were the reel and jig, lively dances thought to be of Celtic origin. They can be danced solo, in a group (set dance—two or more couples facing each other), circle, line or whatever fits your needs. The directions may look difficult, but they are not. And once the feet start to move you’ll have grand fun! Here are good web sites for authentic, traditional reel, and jig steps and formations:

### ► **References**

- ▷ [www.irelandseye.com/aarticles/culture/music/dance/steps.shtm](http://www.irelandseye.com/aarticles/culture/music/dance/steps.shtm) – includes illustration of steps.
- ▷ [www.setdanceteacher.co.uk/](http://www.setdanceteacher.co.uk/) - directions with diagrams.
- ▷ [www.angelfire.com/on2/ceili/](http://www.angelfire.com/on2/ceili/) - the Fairy Reel and more.
- ▷ [www.nonvi.com/sm/footwork.html](http://www.nonvi.com/sm/footwork.html) - Irish and Scottish Dancing footwork.
- ▷ [www.reagoso.com/irishdance.htm](http://www.reagoso.com/irishdance.htm) - good description of steps. Christopher Reagoso’s Origins, Music, Costumes, and Characteristics of Irish Dance - good links.
- ▷ [www.easyfunschool.com/article2115.html](http://www.easyfunschool.com/article2115.html) - nice glossary.
- ▷ Dance videos (and web sites): Irish Dancing Made Easy Part I. Seamus Kerrigan. ([www.larkinam.com](http://www.larkinam.com) VID #103) Celtic Feet. Dunne. ([www.activevideos.com/irish.htm](http://www.activevideos.com/irish.htm)).

### ► **Other Activities**

- ▷ Compose a song about the New Year’s celebration.  
Music Standard 4: Composition: Students compose and arrange music with specified guidelines.
- ▷ Write, cast, and produce a play based on the New Year’s celebration at Fort Mandan.  
Language Arts Standard 5: Students write for a variety of purposes and audiences, and Drama Standards regarding acting, direction and production.
- ▷ Draw or paint your interpretation of the January 1, 1805, celebration.  
Visual Art Standard 1 Media, Techniques, and Process: Students understand and apply visual art media techniques and processes.  
Visual Art Standard 4 History and Culture: Students understand the visual arts in relation to history and culture.

- ▷ Paint a mural depicting the celebration.  
*Visual Arts Standards.*
- ▷ Explore the journals and research the vital contributions Sakakawea and others played in the Expedition. Create a first person journal of the journey through the eyes of Sakakawea, the infant Jean Baptiste (Pomp), Pierre Cruzatte, etc.  
*Language Arts Standard 5: Students write for a variety of purposes and audiences.*
- ▷ What happened to the youngest member of the expedition, Jean Baptiste Charbonneau, son of Sakakawea and Toussaint? Where was he educated? What adventures did he have as an adult?  
*Social Studies Standard 4: Resources: Students use social studies resources for a variety of purposes.*
- ▷ Write an essay about the following: How was the New Year's celebration at Fort Mandan the same as the New Year's Eve celebration Thomas Jefferson may have been experiencing in the East? (Consider surroundings, people, clothing, music, and dance.) Any differences?  
*Language Arts Standard 5 and Social Studies.*
- ▷ Thomas Jefferson was classically trained on the violin. Pierre Cruzatte played in the style of French-Canadian fiddlers. What is the difference between a violin and a fiddle and how does the musical style differ? Take into account oral verses and written tradition.  
*Music and Language Arts Standards.*
- ▷ The journals mention the Corps engaging in fiddle music, singing, and European dancing such as jigs and reels. What was the common instrumentation and style of dance for their Native American neighbors?  
*Music Standards.*
- ▷ What food was traditional for the men of Discovery? For native peoples? What new foods and recipes do you think they shared and exchanged?  
*Science Standards and Social Studies Standard 4 and 7: Culture: Students understand the importance of culture.*
- ▷ Research the current Mandan and Hidatsa peoples. Where do they reside? How has the cultural exchange affected them?  
*Social Science Standard 7: Culture.*
- ▷ Compare the respect for the elderly in most traditional Indian cultures with our current youth-focused majority culture.  
*Social Science Standard 7: Culture.*

## Music and Dance:      Points to Ponder

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- ▷ What is the significance of firing rifles to begin ceremony of dancing?
- ▷ What is a Sounden horn?
- ▷ How does one dance on his or her head as Pierre Cruzatte did?
- ▷ When did it rain last on New Year's Eve in North Dakota?

*Lewis & Clark: Sounds of Discovery.* Makoché. (E-mail: [Makoche@aol.com](mailto:Makoche@aol.com), <http://www.makoche.com>)

- An ambitious survey of the expedition.

*Earthlodge, Keith Bear.* Makoché.

- Delightful! Enhanced CD by Mandan-Hidatsa storyteller and flute player Keith Bear of North Dakota.

*The First Flute.* Makoché.

- South Dakota storyteller and flute player Kevin Locke (Lakota) brings to life rare Lakota tunes originally collected on wax cylinders by Frances Densmore in 1911 through 1914.

*The Elders Speak.* Makoché.

- Wonderful award winning enhanced CD with traditional Native American storytellers Mary Louise Defender Wilson (Dakotah) and Francis Cree (Chippewa).

*People of the Willows.* Makoché.

- Modern presentation of Mandan and Hidatsa traditional melodies.

*My Relatives Say: Traditional Dakotah Stories,* as told by Mary Louise Defender Wilson. Makoché.

- More wonderful stories, on enhanced CD.

*Plains Chippewa/Métis Music from Turtle Mountain.*

(Smithsonian/Folkways Recordings <http://www.folkways.si.edu/indian.htm>)

- Quite rough, but may be the closest to Cruzatte's fiddle style (more French-Canadian fiddle music information at [www.cruzatte.com/resources/discography.html](http://www.cruzatte.com/resources/discography.html)).

*Irish Traditional Fiddle Music.* Green Linnet. (E-mail: [larkinam@larkinam.com](mailto:larkinam@larkinam.com) or [www.larkinam.com](http://www.larkinam.com) RCE #063)

- Lark in the Morning music, Fort Bragg, California - wonderful source for reels, jigs, polkas...

*Liz Carroll.* Green Linnet. ([www.larkinam.com](http://www.larkinam.com) or RCD #341 CD.)

- All-Ireland fiddle champion with beautiful guitar accompaniment by Daithi Sproule.

*Hugh Gillespie.* Green Linnet. ([www.larkinam.com](http://www.larkinam.com) CD #301)

- Brilliant traditional recordings of Irish fiddle music recorded in the 1930s.

*Celtic Fiddle Festival.* Green Linnet. ([www.larkinam.com](http://www.larkinam.com) RCD #708 CD).

*American History Through Folksong: Colonial & Revolution Songs.* Keith and Rusty McNeil. WEM Records, Riverside, California. (<http://www.mcneilmusic.com/wemrecords.html>)

- Good compilation of early American songs.

*American Country Dances of the Revolutionary Era 1775-1795* (see Cruzatte web site).

## ► Additional Resources

*Lewis and Clark: The Journey of the Corps of Discovery.* Ken Burns. (released on DVD/Video and soundtrack CD at [www.pbs.org](http://www.pbs.org)) Public Broadcasting Service.

PBS documentary not always historically authentic, but beautiful music.

[www.13-lewisandclark.com](http://www.13-lewisandclark.com) - Lifelong Learning Online: The Lewis and Clark Rediscovery Project.

([www.finley-holiday.com](http://www.finley-holiday.com)) - *Lewis and Clark Interactive Picture CD #CDS-228.* Finley-Holiday Film Corps.



[www.monticello.org](http://www.monticello.org) - Monticello, the Home of Thomas Jefferson.

[www.ndlewisandclark.com](http://www.ndlewisandclark.com).

[www.lewisandclark.com/ask/askseaman.html](http://www.lewisandclark.com/ask/askseaman.html) and related links. *Following the Voyage of Discovery*, Far Country Press.

[www.montanalewisandclark.org](http://www.montanalewisandclark.org) - curriculum guides, elementary and secondary book lists.

<http://corpsofdiscovery.missouri.edu/>.

<http://lewisandclarktrail.com/cruzzatte.htm>.

<http://lewisandclarkjournals.unl.edu>. - *Journals of the Lewis and Clark Expedition* online, sponsored by University of Nebraska Press, Center for Great Plains Studies, and UNL Libraries Electronic Text Center.

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To find more specific information contact North Dakota Department of Public Instruction.*

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